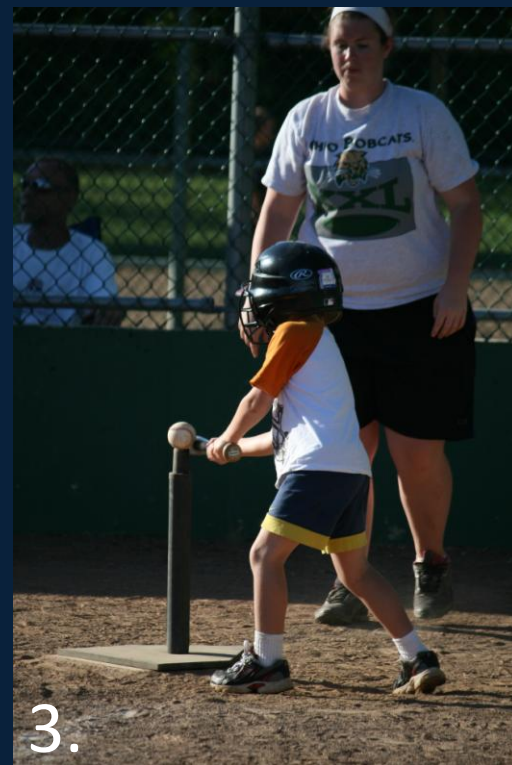# Teaching Today's Learners:

Oral Error Correction & Writing Effective Assessments

Dr. Dawn Bikowski

Shaping the Way We Teach English
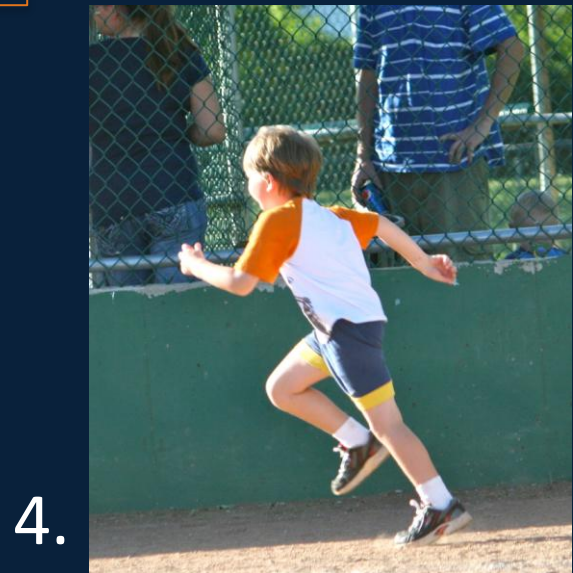**Webinar Course**

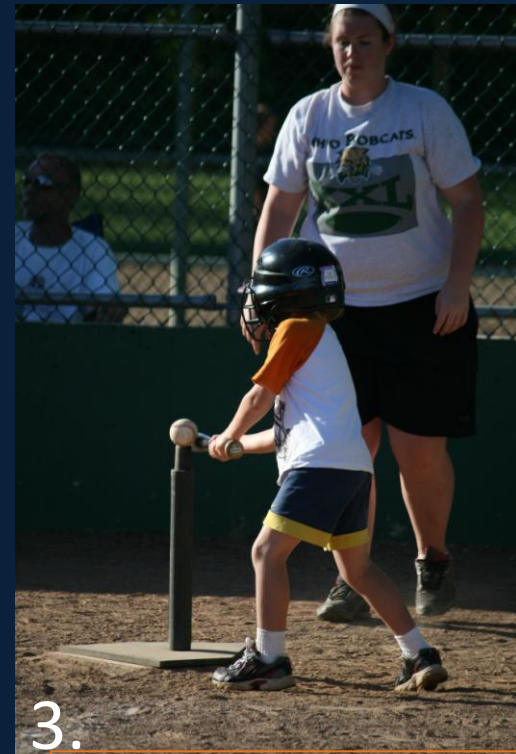**A** **E** **AMERICAN ENGLISH**

1.

2.

3.

4.

Error Treatment

1.

2.

3.

Error Treatment

4.

1.

2.

3.

Error Treatment

4.

1.

2.

3.

Error Treatment

4.

Chat Box

What considerations do you think you need to keep in mind when you decide how and when to correct students' spoken errors?

This Session Will Cover

Oral Error Correction

1. Oral error correction strategies
2. Learner uptake
3. Feedback on Language vs. Content
4. Assessing error correction
5. Types of errors we might want to correct
6. Wrap it up: To correct or not correct

Error Correction Matching

1. Explicit correction

2. Recast

3. Clarification request

a. Student: I seed it yesterday.

   Teacher: Oh, you *saw* it yesterday?

b. Student: I saw the movie *Kilanic* yesterday.

   Teacher: Excuse me, you saw what movie?

c. Student: I goed to the movies yesterday.
   Teacher: We don't say "goed," we say "went." It's an irregular verb.

Error Correction Matching

1. Explicit correction

2. Recast

3. Clarification request

a. **Student**: I seed it yesterday.

 Teacher: Oh, you *saw* it yesterday?

b. **Student**: I saw the movie *Kilanic* yesterday.

 Teacher: Excuse me, you saw what movie?

c. **Student**: I goed to the movies yesterday.
 Teacher: We don't say "goed," we say "went." It's an irregular verb.

Error Correction Matching

4. Elicitation

5. Metalinguistic feedback

6. Repetition

a. Student: I seed it yesterday.
   Teacher: Is *seed* the past tense of *saw*?

b. Student: Yesterday with friends I saw a ummm….
   Teacher: What do we call a video on a big screen?

c. Student: I seed it yesterday.
   Teacher: You *seed* it?

Error Correction Matching

4. Elicitation

5. Metalinguistic feedback

6. Repetition

a. Student: I seed it yesterday.
Teacher: Is *seed* the past tense of *saw*?

b. Student: Yesterday with friends I saw a ummm....
Teacher: What do we call a video on a big screen?

c. Student: I seed it yesterday.
Teacher: You *seed* it?

Error Correction Strategies

1. **Explicit error correction**
   - State it's an error and correct it

   Student: I goed to the movies yesterday.
   Teacher: We don't say "goed," we say "went."

2. **Recast**
   - Say it correctly but keep flow going

   Student: I seed it yesterday.

   Teacher: Oh, you *saw* it yesterday?

3. **Clarification request**

   Student: I saw the movie *Kilanic* yesterday.

   Teacher: Excuse me, you saw what movie?

Lyster and Ranta (1997)

Error Correction Strategies, cont.

4. Metalinguistic feedback
   Student: I seed it yesterday.
   Teacher: Is *seed* the past tense of *saw*?

5. Elicitation
   Student: Yesterday with friends I saw a ummm….
   Teacher: What do we call a video on a big screen?

6. Repetition
   Student: I seed it yesterday.
   Teacher: You *seed* it?

*Delayed error support also an option

Lyster and Ranta (1997)

Error

Error
Correction

Error Treatment

Uptake

Success!

Chat Box

What are some of the factors that affect if a student learns what you gave them feedback on?

How do you decide what "learning" is? Is it when they speak it correctly right away? Or next week? Or at the end of the course?

Factors Affecting Uptake

- Instructional setting & classroom processes
- Learner characteristics
  - Age, personality type
- Learner's perception of error or correction
- Proficiency level
- Types of feedback used
  - Prompts and explicit more effective than recasts
- If feedback is on content or language use

(Ammar & Spada, 2006)

Poll Directions

For the following feedback comments, is the feedback about:

a. the language the student used? or

b. the content of the student's communication?

Poll Questions

1. Telling a learner that their story is exciting to read.

2. Praising a learner for using rising intonation for a Yes/No Question.

3. Telling a student group that their presentation had interesting examples.

4. Correcting a grammar point that a student said incorrectly during a pair dialogue.

Content-Based   Language-Based

Telling a learner his/her story is exciting to read

Asking a learner to consider tense used in an answer

Correcting a structure a student said incorrectly during a pair dialogue

Telling learners their presentation was interesting

Praising a learner for using rising intonation for Yes/No Questions

Language-Based Correction— when and how should we give it?

Read the interaction and we will discuss these Qs:

1. What do you think the teacher was trying to offer feedback on (Language? Content? Both?)

2. Did the feedback work, why or why not?

3. What principles about feedback can we learn from this?

Error Correction Transcript

Teacher: So what did you and Luca talk about?

S: We talk about classic film we like.

T: Oh, so which film?

S: We talk about Casablanca.

T: Talked. What happens?

S: Talked?

T: Yes, so what's the story?

S: We talked about Casablanca?

T: That's right--you told us that. But who are the main characters?

S: silence.....

Error Correction Transcript

Teacher: So what did you and Luca talk about?

S: We talk about classic film we like.

T: Oh, so which film?

S: We talk about Casablanca.

T: Talked. What happens?

S: Talked?

T: Yes, so what's the story?

S: We talked about Casablanca?

T: That's right--you told us that. But who are the main characters?

S: silence.....

Assessing Error Correction

- Did it "work"?
  - It depends—
    - Student finally said the form right, but
    - Student stopped communication and seems confused
  - What was confusing?
    - Teacher focused on form
    - Student focused on communication/meaning

- What can we learn from this example?

Focused Error Correction

- Limit errors being corrected so not overwhelming to learner
  - Focus on classroom goals
  - Provide a correction if learner cannot
  - Allow learner to struggle with language if they are close to acquiring a point
  - Allow learners to make mistakes and take risks
  - Tailor error correction to the student and context

(Richard-Amato, 2010)

When should we give feedback?

- Fluency vs. accuracy?

- Whole-class vs. individual vs. small group?

- Language vs. content based feedback?

Poll Questions

True or False?

1. A teacher should always do open-class feedback after a detailed listening task without allowing learners to check in pairs.

2. Language-focused feedback is optional after a task intended to improve fluency.

3. Teachers should avoid commenting on learners' ideas after a discussion task and only give language-focused feedback.

Poll Questions

True or False?

1. A teacher should always do open-class feedback after a detailed listening task without allowing learners to check in pairs.

   – FALSE

2. Language-focused feedback is optional after a task intended to improve fluency.

   – TRUE

3. Teachers should avoid commenting on learners' ideas after a discussion task and only give language-focused feedback.

   – FALSE

Poll Questions

True or False?

4. It is not necessary to give content-based feedback to every learner after a role-play task.

5. If a teacher can see that all learners have correct answers to a task, they do not need to do open-class feedback.

Poll Questions

True or False?

4. It is not necessary to give content-based feedback to every learner after a role-play task.
   – TRUE

5. If a teacher can see that all learners have correct answers to a task, they do not need to do open-class feedback.
   – TRUE

Errors Categorization

1. Error source

   – Phonological/Sounds

   – Grammatical

   – Semantic/Meaning

2. Error effect

   – Confuses/doesn't confuse meaning

   – Noticed/not noticed

3. Pedagogical Considerations

- Context (course, proficiency level, activity)
- Availability of class time
- On- vs. off-topic
- High- vs. low-frequency language point
- Student and student-teacher relationship
- Accuracy vs. fluency

Case studies:
Should the teacher <u>correct</u> or <u>not correct</u> the error in this situation

1.

Context: The teacher is drilling learners in present perfect question forms

Student says:

"Have you ever go to Scotland?"

Case studies:
Should the teacher correct or not correct the error in this situation

1.

Context: The teacher is drilling learners in present perfect question forms

Student says:

"Have you ever go to Scotland?"

Correct this error. The error is the point of the lesson.

Case studies:
Should the teacher correct or not correct the error in this situation

2.

Context: A learner is speaking to a classmate in a get-to-know-you task.

Student says:

"I am having two sisters but no brother. "

Case studies:
Should the teacher correct or not correct the error in this situation

2.

Context: A learner is speaking to a classmate in a get-to-know-you task.

Student says:

"I <u>am having</u> two sisters but no brother. "

Do not correct immediately. Focus of activity is social & on communication

Case studies:
Should the teacher <u>correct</u> or <u>not correct</u> the error in this situation

3.

Students are discussing the sports activities they enjoy.

Student says:

"To me like footing."

Case studies:
Should the teacher correct or not correct the error in this situation

3.

Students are discussing the sports activities they enjoy.

Student says:

"To me like footing."

Correct this error. "Footing" is not clear & "To me like" is very difficult to understand.

Case studies:
Should the teacher <u>correct</u> or <u>not correct</u> the error in this situation

4.

Context: Group discussion about politics

Student says:

"I think democracy not always good system. Yes, because country choose bad leader and he do what he want."

Case studies:
Should the teacher correct or not correct the error in this situation

4.

Context: Group discussion about politics

Student says:

"I think democracy not always good system. Yes, because country choose bad leader and he do what he want."

Do not correct. Errors don't affect meaning & students are engaged.

Review

1. 6 main oral error correction strategies
   - Explicit, recast, clarification request, metalinguistic feedback, elicitation, repetition
2. Maximize learner uptake
3. Consider feedback on Language & Content
4. Assess how well the error correction works
5. Types of errors to correct
6. Consider when to correct

ASSESSMENT

Pop Quiz Poll

1. "Assessment" means quizzes and tests only.
   a. True
   b. False
2. Grading multiple choice tests is easy.
   a. True
   b. False
3. Writing fair multiple choice tests is fairly easy.
   a. True
   b. False

Pop Quiz

1. "Assessment" means quizzes and tests only.
   a. ~~True~~
   b. False
2. Grading multiple choice tests is easy.
   a. True
   b. ~~False~~
3. Writing fair multiple choice tests is fairly easy.
   a. ~~True~~
   b. False

Assessment Section Will Cover

1. Assessment and motivation
2. Tips for writing effective test questions
3. Writing effective multiple choice distractors
4. Sample questions

Chat Box

- Were you ever a student and you took a test that you thought wasn't fair?

- How did that make you feel?

Chat Box

- Were you ever a student and you took a test that you thought wasn't fair?

- How did that make you feel?

Chat Box

- How can we use assessment to motivate students?

Assessments and Motivation

1. Appreciate your students' hard work

2. Use assessments to build rapport with students and build their self-esteem

3. Personalize feedback and assessment when possible; provide specifics

4. Assess strengths as well as weaknesses

(Fengying, 2003)

Assessments and Motivation

5. **Combine** formal and informal assessments

- <u>Formal</u>
  - Tests/quizzes (multiple choice, short answer)
  - Essays
- <u>Informal</u>
  - Discussions/debates
  - Role plays
  - Matching activities/games
  - Portfolios

Assessments and Motivation

6. Use Objectives-Referenced Assessment

- Assessments and grades based on lesson objectives

- Precise grading and comments
  - Students less likely to question grading

- Students evaluate their own learning

Writing Tests—3 Tips

1. Identify what you think the students need to know

   – Observable? Measureable?

   – Don't start with the test question—start with the concept

Writing Tests—3 Tips

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CONCEPT

Question

Target Vocabulary

Writing Tests—3 Tips

1. Identify what you think the students need to know
   - Observable? Measureable?
   - Don't start with the test question—start with the concept
2. Choose the question type
   - Multiple choice
   - Short answer/Essay
   - Ranking
   - Open-ended
3. Choose the thought process type
   - Memorized information, main idea vs. supporting idea, application, inference

Inference Question

Bobby came home and slammed his books on the table, shouted at the cat, and pushed his brother. Which of these is a picture of Bobby?

Inference Question

Bobby came home and slammed his books on the table, shouted at the cat, and pushed his brother. Which of these is a picture of Bobby?

Students need to know?

Bobby came home and slammed his books on the table, shouted at the cat, and pushed his brother. Which of these is a picture of Bobby?

Students need to know?

Bobby came home and <u>slammed</u> his books on the table, <u>shouted</u> at the cat, and <u>pushed</u> his brother. Which of these is a picture of Bobby?

Does the item test what you want it to?
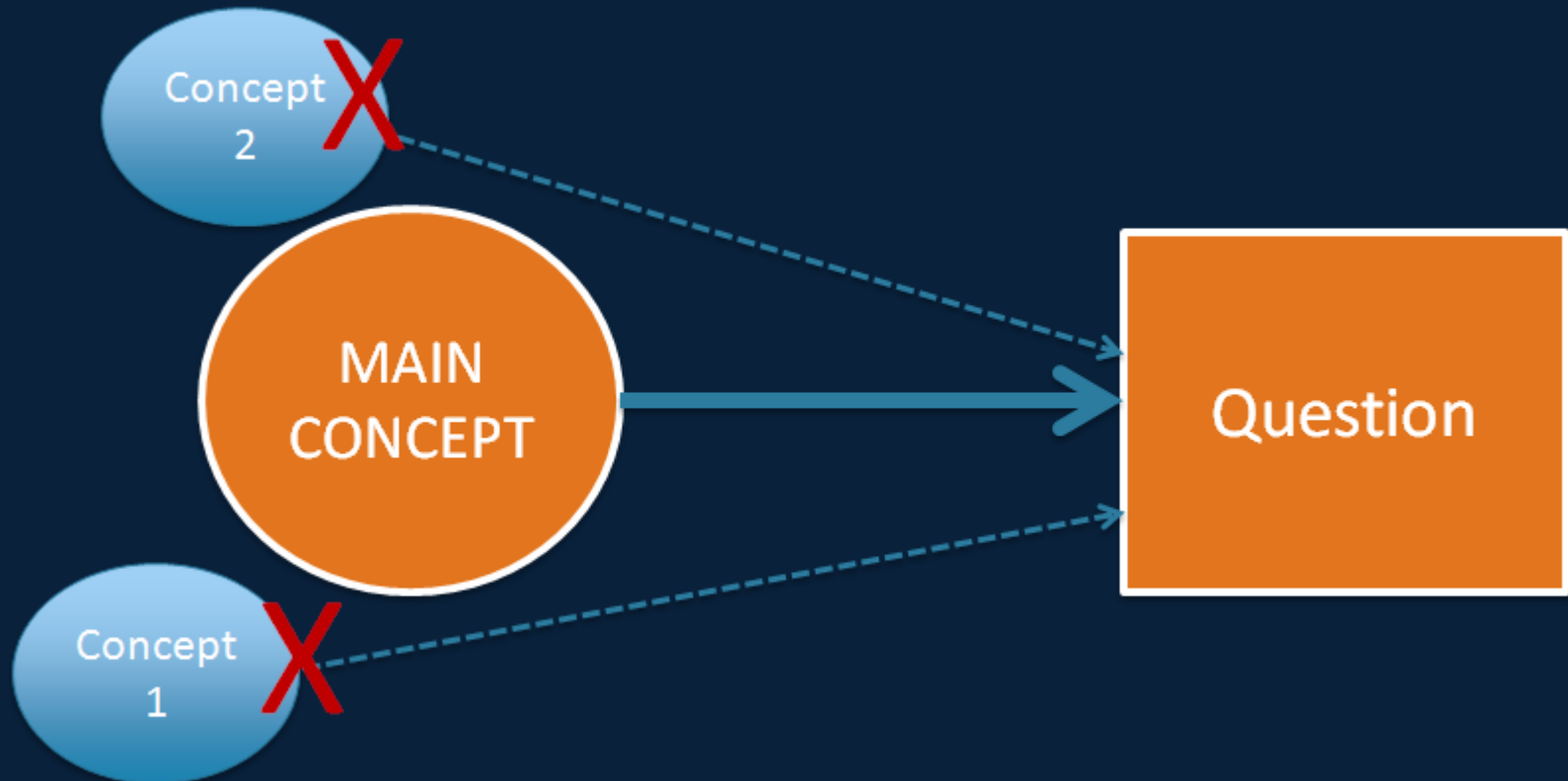
Is this a fair question?

Bobby came home and <u>slammed</u> his books on the table, <u>shouted</u> at the cat, and <u>pushed</u> his brother. Which of these is a picture of Bobby?

Test what you want it to?

Be sure it's a language test:

- Not a memory test of general knowledge

- Not a test of background knowledge

- Make sure students know the content

- Don't make listening passages too long

Poll—Please choose the best answer

A good test question is one that:

1. Students can answer because they already knew the information, not because they read or listened to the information in the test passage

2. Students can guess correctly based on the distractors, even if they don't really know the answer

3. Only students who know the answer get it right—students who don't know the answer pick a distractor

4. All of the above

5. None of the above

Poll Answer

A good test question is one that:

1. Students can answer because they already knew the information, not because they read or listened to the information in the test passage
2. Students can guess correctly based on the distractors, even if they don't really know the answer
3. Only students who know the answer get it right—students who don't know the answer pick a distractor
4. All of the above
5. None of the above

Example #1

Q: What is the meaning of the following sentence: "He used to smoke cigarettes."

a. He is used to cigarettes.
b. He smoked before, but he doesn't now.
c. He usually smokes cigarettes.
d. He used two cigarettes.

Example #1

Q: What is the meaning of the following sentence: "He used to smoke cigarettes."

a. He is used to cigarettes.
b. He smoked before, but he doesn't now.
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Answer? What is this testing?

Example #1

Q: What is the meaning of the following sentence: "He used to smoke cigarettes."

a. He is used to cigarettes.
b. He smoked before, but he doesn't now.
c. He usually smokes cigarettes.
d. He used two cigarettes.

The item tests students' understanding of the meaning of *used to*.

Chat—What does the student have to know to get correct?

Q: What is the meaning of the following sentence: "He used to smoke cigarettes."

a. He is used to cigarettes.
b. He smoked before, but he doesn't now.
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What does the student have to know to get correct?

Q: What is the meaning of the following sentence: "He <u>used to</u> <u>smoke</u> cigarettes."

a. He <u>is used to </u>cigarettes.
b. He smoked <u>before, but he doesn't now</u>.
c. He <u>usually</u> smokes cigarettes.
d. He <u>used</u> two cigarettes.

Do you think these are effective distractors?

Example #2

Listen to the following dialogue and then choose the correct sentence from the list below.

Question: Where are the horses?

a. beside the barn

b. behind the cows

c. in the back of the barn

d. around the food

What do they have to know?

"It is a nice day on the farm. The animals are all outside getting ready to eat. The farmer is looking for the horses. After walking around, he finally finds them behind the barn, next to the cows."

Question: Where are the horses?
a. beside the barn
b. behind the cows
c. in the back of the barn
d. around the food

Listening Text

"It is a nice day on the farm. The animals are all outside getting ready to eat. The farmer is looking for the <u>horses</u>. After walking <u>around</u>, he finally finds them <u>behind</u> the barn, <u>next to</u> the cows."

Question: Where are the horses?
a. <u>beside</u> the barn
b. <u>behind</u> the cows
c. <u>in the back of</u> the barn
d. <u>around</u> the food

+ pronunciation

True or False Poll

Teachers should write distractors (wrong answers for multiple choice) that try to trick students

True or False Poll

Teachers should write distractors (wrong answers for multiple choice) that try to trick students

- – FALSE

Chat—What's the Answer?
Is this a fair test question?

Do you know that Washington, D.C., the capital of the United States, _____ by a mayor?

   a.   Is headed

   b.   Headed

   c.   Was headed

   d.   Heads

Chat—What's the Answer?
Is this a fair test question?

Do you know that Washington, D.C., the capital of the United States, _____ by a mayor?

a. Is headed
b. Headed
c. Was headed
d. Heads

Not a good test question

Poll- True or False

When I grade a listening test fill-in-the-blank question, I should grade spelling.

Poll- True or False

When I grade a listening test fill-in-the-blank question, I should grade spelling.

- – False, unless you're specifically testing spelling of those words and students were told to study spelling

Distractor Practice

Test Question: Which picture matches the following sentence? "The baby is crying."

A   B   C
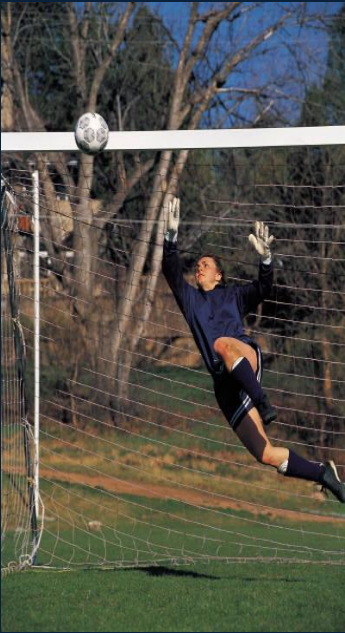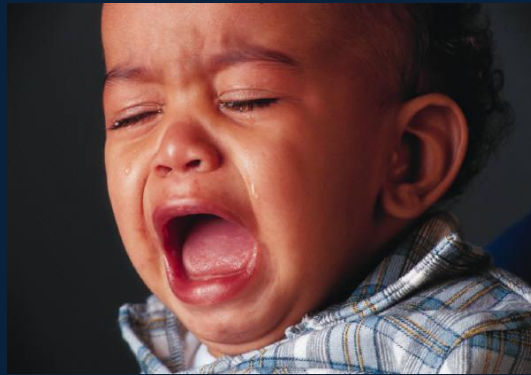
What is this item testing?

Test Question: Which picture matches the following sentence? "The baby is crying."

A

B

C
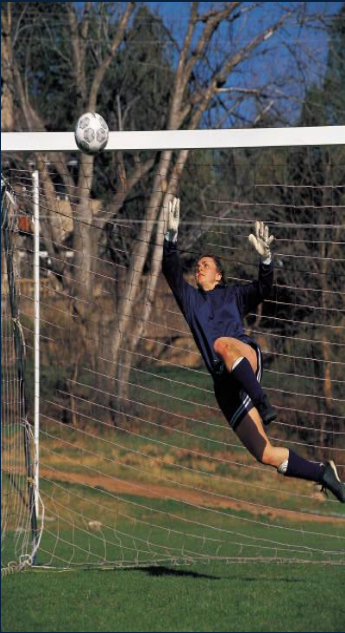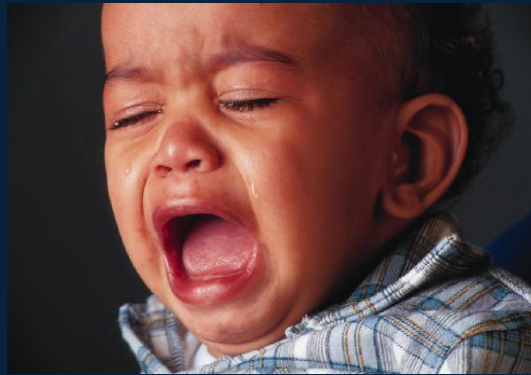
What is this item testing?

1. Progressive tense?
   – Man <u>is playing</u>, baby <u>is crying</u>, cat nothing

NOT a good question

A

B

C

What is this item testing?

Which picture best matches the following sentence? "The baby is crying."
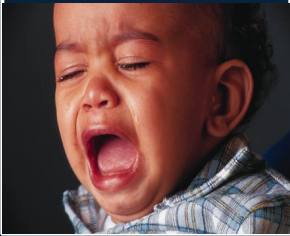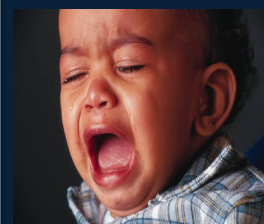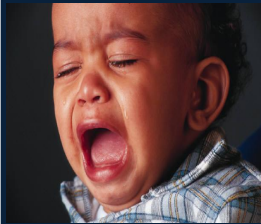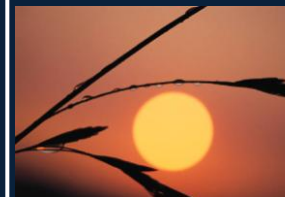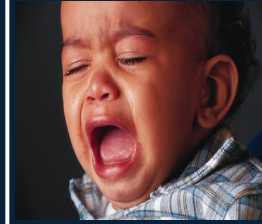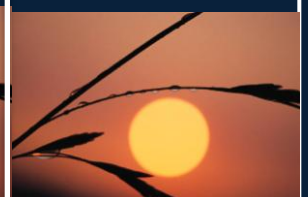
Which grammar matches each picture?

1. The baby cries in the evening.

2. The baby is crying.
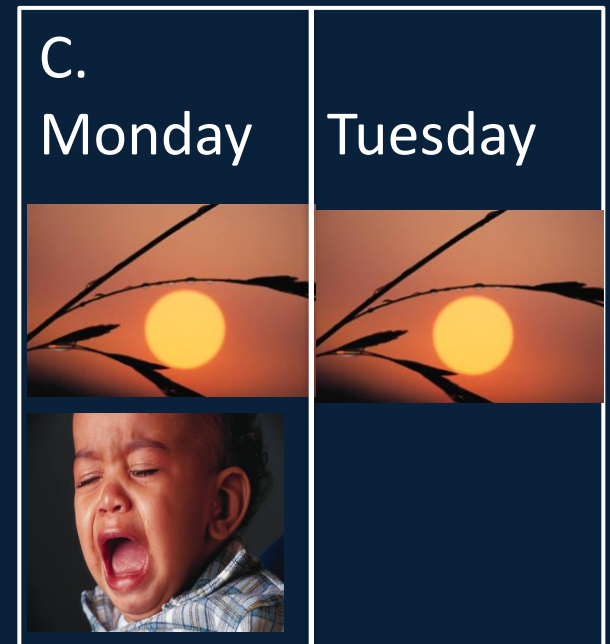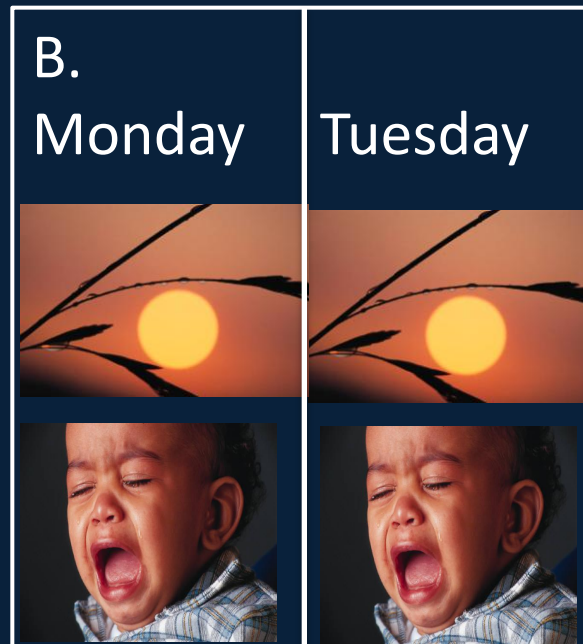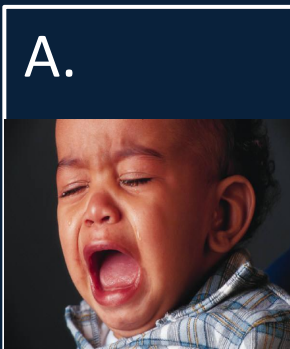
3. The baby cried yesterday/sometimes cries.

Which grammar matches each picture?

1. The baby cries in the evening.

2. The baby is crying.

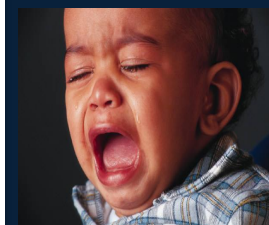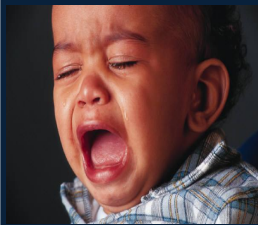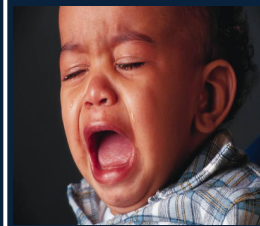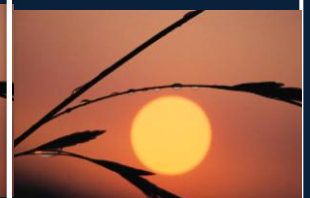3. The baby cried yesterday/sometimes cries.
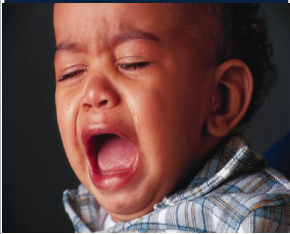
Multiple Choice Review

✓ Item actually tests what you want it to.

✓ Don't ask for more than is necessary for what you want to test.

✓ Write the item so that the students who know the material get it correct, and the ones you don't get it incorrect.

Thank You!

Dawn Bikowski